SLA Second Language Acquisition

The Strategy Factor in Successful Language Learning

Carol Griffiths

Oxford's Classification of Langauge Learning Strategies (LLS) (1990)

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Oxford's Biography

- *Rebecca Oxford*

She currently an adjunct professor and external evaluator for federal grants for the Graduate Degree

- She has published more than 160 articles and Book chapters on language learners, and teaching methods. her third book on language learning strategies came out in 2011, and she has forth coming books on the language of peace, cultures of peace, and transforming higher education.

"Rebecca Oxford's research has changed the way the world teaches languages."

Oxford's Definition LLS:

Oxford (1990, p. 8) defines learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations oxford(p.8).

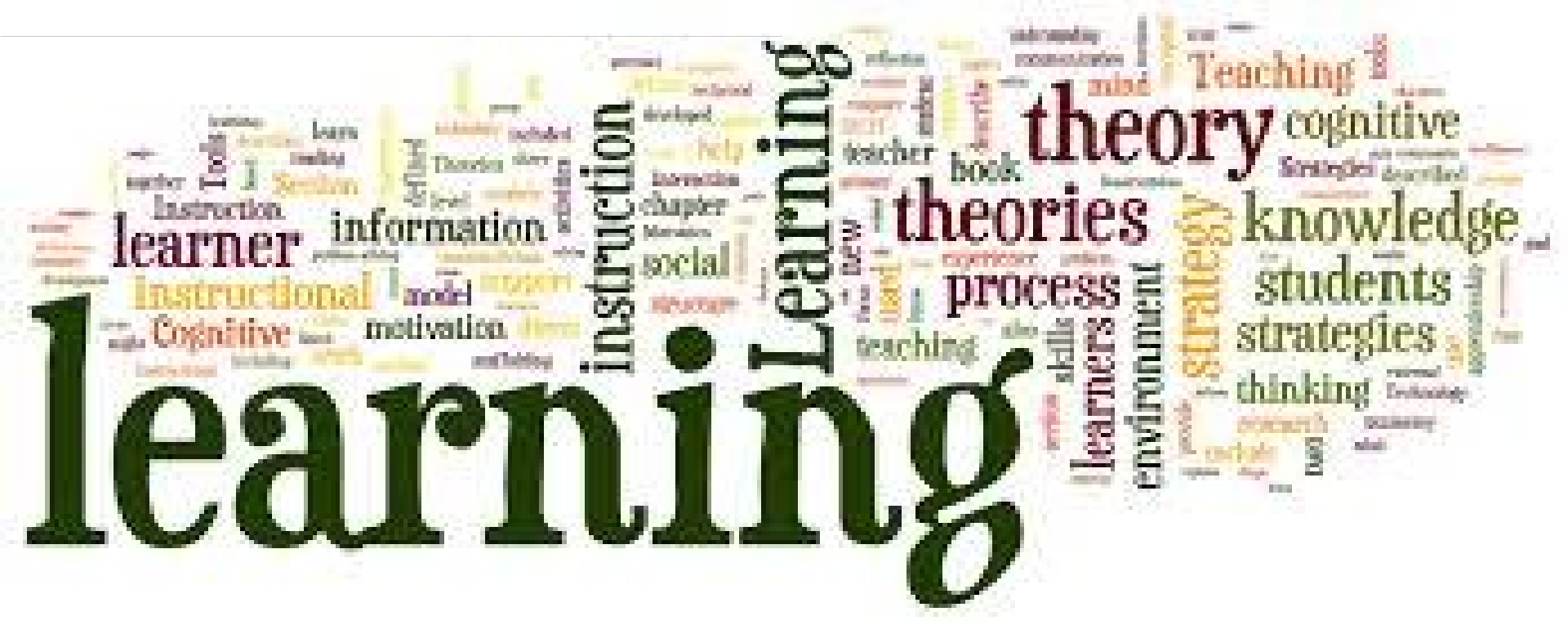
Oxford (1990) claimed "learning strategies are steps taker by students to enhance their own learning" (p.1). Strategies are especially important for language learning because they are tools for active,self-directed involvement,which is essentialfor developing communicative competence

(LLS) for Oxford, (1992/1993: 18) are "specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalisation, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability."

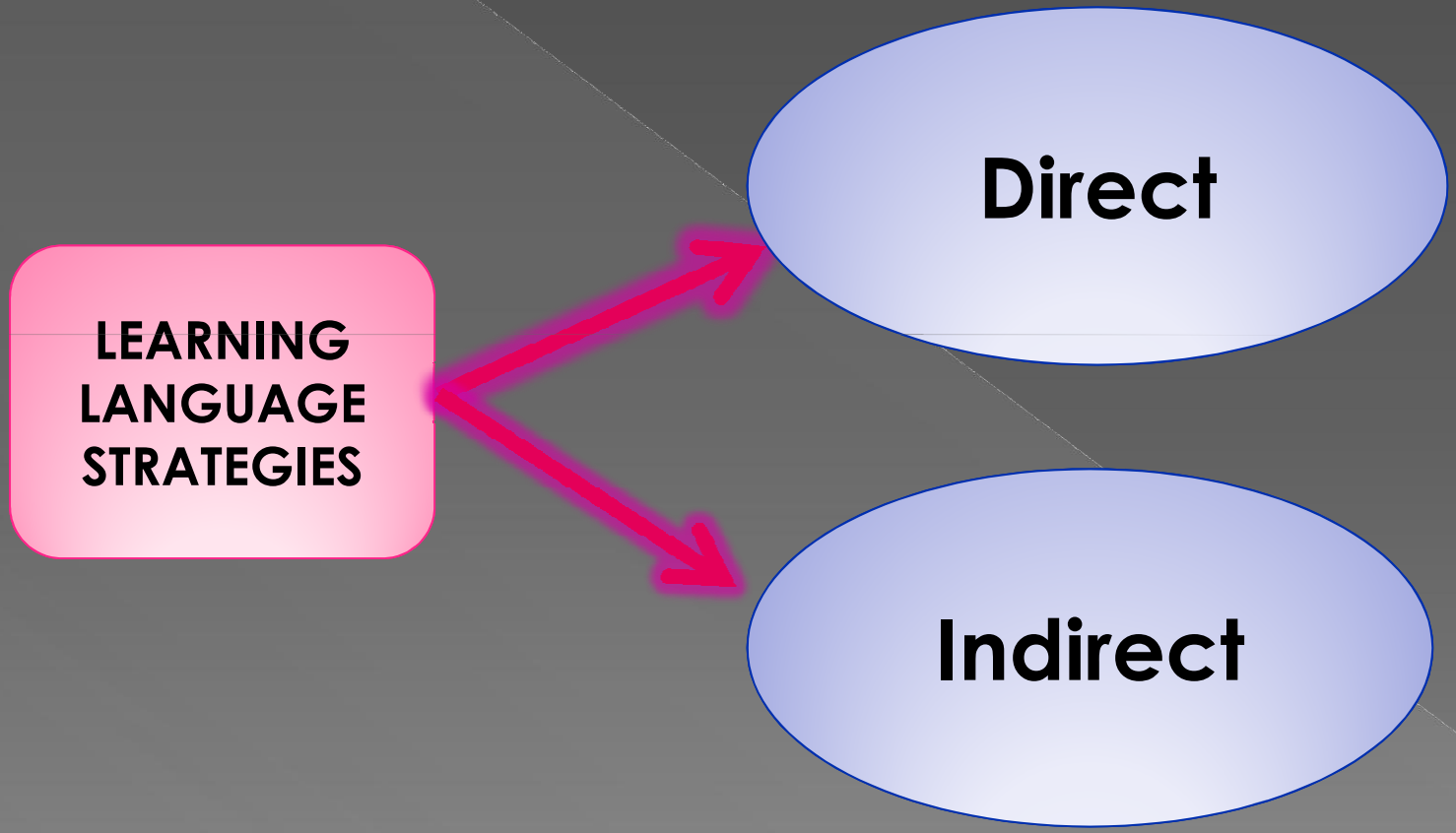


Oxford(1990) sees the aim of language learning strategies as bieng oriented towards the development of communicative competense.

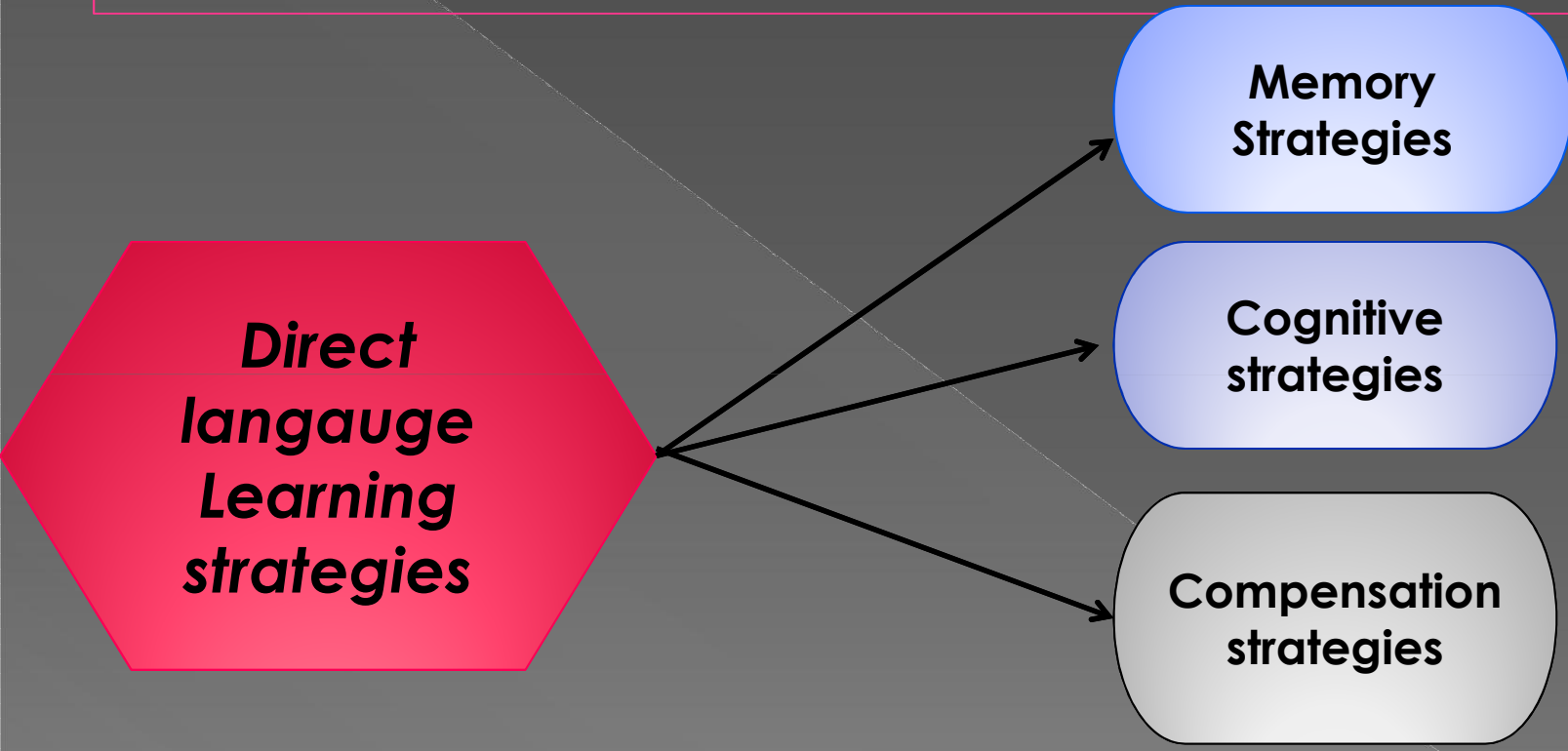
She divides LLS into two main classes , direct and indirect strategies. The strategies used directly in dealing with a new language are called direct strategies. The three groups that belong to the direct strategies are memory, cognitive, and compensation. The indirect strategies are used for general management of learning. The three groups belonging to this category are metacognitive, affective, and social strategies.



Rebicca devides LLS into two main classes direct and indirect strategies.



Rebecca further devided direct learning strategies into three groups:



Direct Strategies

A) Memory Strategies

Creating mental linkages
Applying images and sounds
Reviewing well
Employing action

B) Cognitive Strategies

Practicing
Receiving and sending messages
Analysing and reasoning
Creating structures for input and output

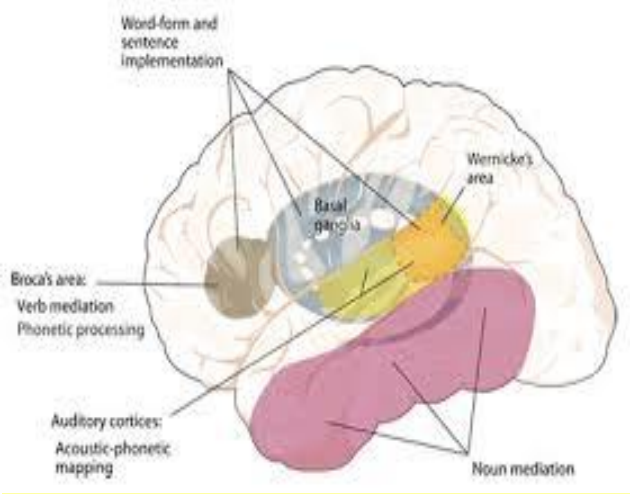
C) Compensation Strategies

Guessing intelligently
Overcoming limitations in speaking and writing

Cognitive strategies:

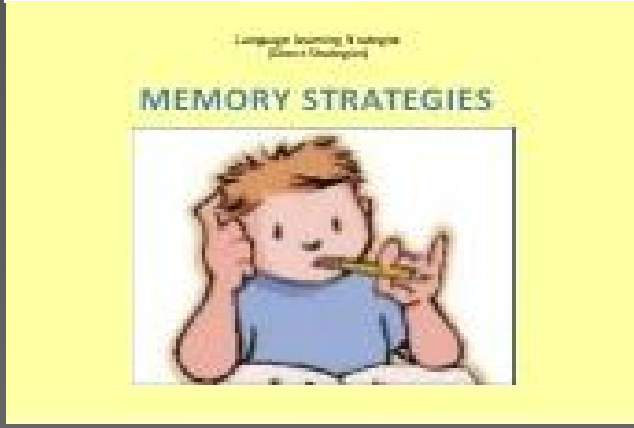
Include what learners think about their own learning. such as reading for purpose , or reading for identifying rules etc.

These are perhaps the most popular strategies with language learners.



Memory strategies :

Show how learners remember the language.such as using flash card
or reviewing lessons etc .



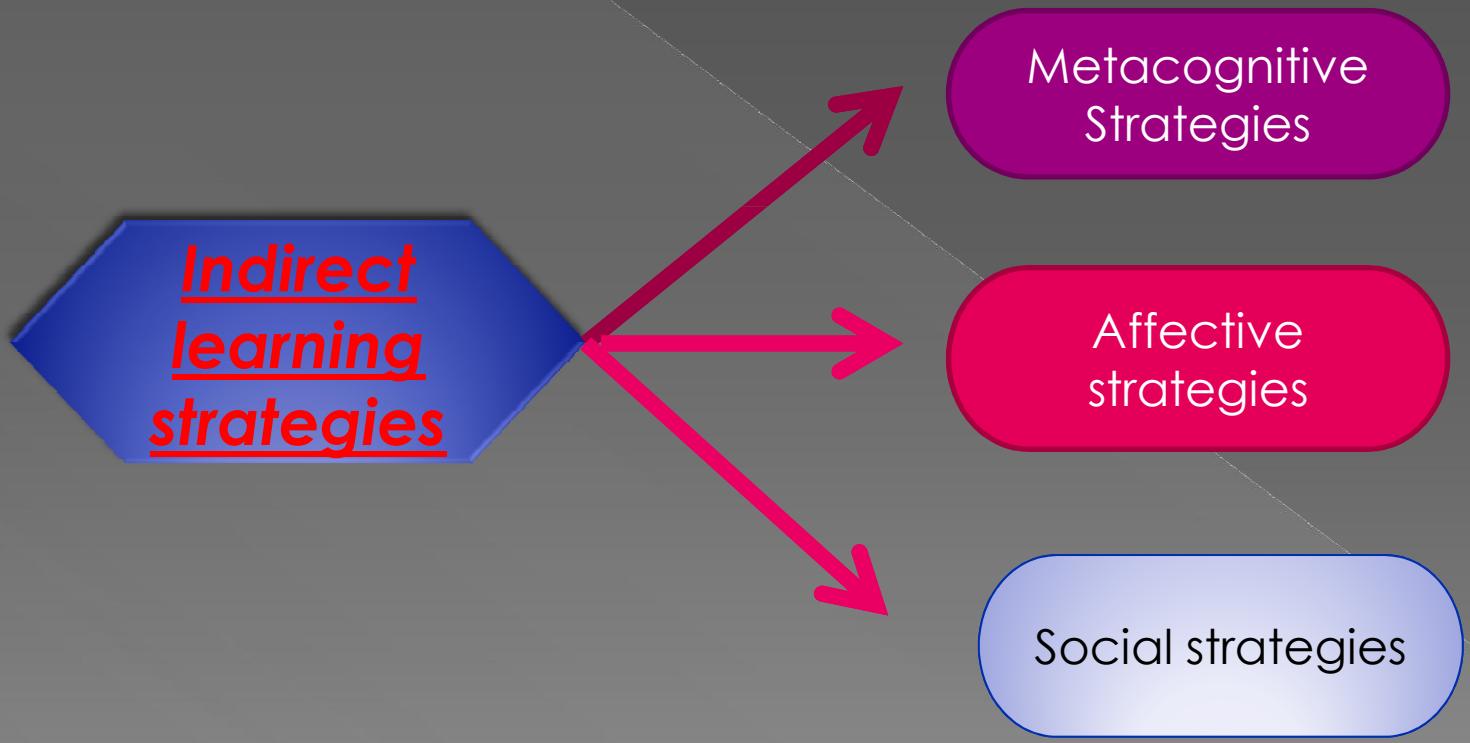
Compensation learning strategies:

relate to what learners do to compensate their limited knowledge in the language such as making guesses.

Learners use compensation
strategies for comprehension of the target language when they have insufficient knowledge of the target language.



Oxford Rebecca devided indirect learning strategies into three groups:



1. Metacognitive Strategies:

To centre, evaluate and monitor your learning

- -Centering your learning
- -Arranging and planning your learning
- -. Evaluating your learning

2. Affective Strategies:

To deal with your emotions, Motivations, and values in a Successful way.

- -Lowering your anxiety
- -Encouraging yourself
- -Taking your emotional temperature

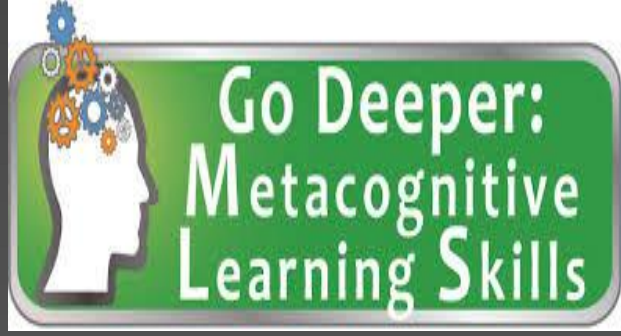
3. Social Strategies:

To empathize and learn from and with others

- -Asking questions
- -Cooperating with others
- -Emphathising with others



Metacognitive strategies:Talk about the strategies learners employ in their learning process. such as observing own mistakes and improving on that, or planning and following a good timetable etc.



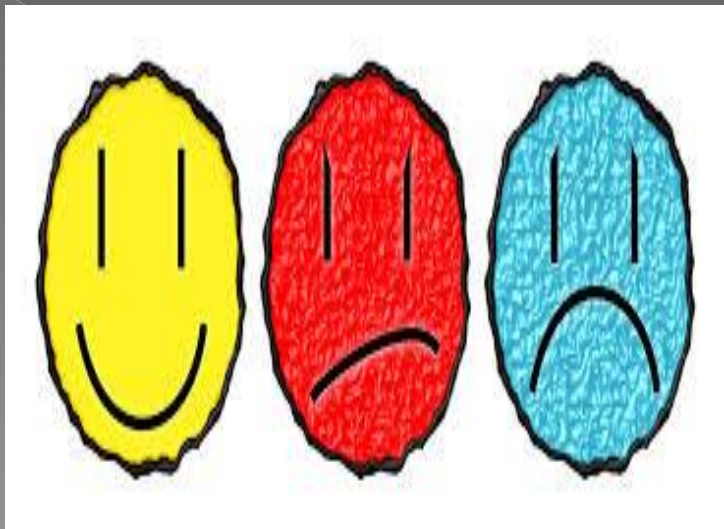
Social strategies:

Involve the strategy that learners use or the interaction they doto facilitate their own learning. Such as asking for corrections from proficient speakers, or learning the native culture etc .



Affective Strategies :

Talk about learners' feelings, as well as what they do to motivate them selves and to make the learning process comfortab le.such as relaxing when they feel a fraid of the new language, or rewarding them selves when they perform well etc .



* Features of lls according to oxford (1990 P .09):

1- Allow learners to become more self-directed

2- Expend the role of teachers

3-Are problem oriented

4-Involve many aspects of learning,not just cognitive

5- Support learning both directly or indirectly

6-Are flixible ,and it can be taught

What does SILL stand for? Very importzntttttttttttttttttttttttttttttttttttttt

✓SILL= The Strategy Inventory for Language Learning.

✓SILL is a questionnaire examining the frequency of language learning strategy use.

✓The SILL generates standardized data and group summaries

but

it does not provide any space for individual's creative responses.

(Oxford, 1993)

Structure of the SILL

- ✓It comprises 50 items classified in 6 parts.
- ✓Each part includes strategies with similar function. (Memory, cognitive, compensation, metacognitive, affective & social parts).
- ✓Learners select one of the 5 options to indicate strategy frequency.
- ✓The overall score shows how often strategies are employed.


Thank You